

Pupil premium strategy statement – Oakridge CP School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	33
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2022/23, 2023/4 and 2024/25
Date this statement was published	9.11.2022
Date on which it will be reviewed	September 2023
Statement authorised by	Christina Zanelli (CEO and Executive Head)
Pupil premium lead	Benjamin Russell (Acting Head of School)
Governor / Trustee lead	Sonya Easthope (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8310
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£8310

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for all pupils, including those in receipt of the pupil premium, and are committed to meeting their pastoral, social, emotional and academic needs within a caring and nurturing environment. We hope that each child will develop a love of learning and acquire skills and abilities that enable them to fulfil their potential and be happy.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>A high proportion of our disadvantaged pupils are on our SEN register.</i>
2	<i>Some of our children require additional emotional support due to family circumstances, potentially exacerbated by the COVID-19 pandemic.</i>
3	<i>To ensure that all gaps identified by monitoring are a focus in reading, writing and maths for disadvantaged children.</i>
4	<i>To ensure children are given opportunities to access experience wider world beyond school.</i>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Gaps in learning to be closed.</i>	All PP children to make good progress each term in reading, writing and maths. (For SEND children this will be relative to their cognitive ability)
Children to be emotionally resilient and able to access appropriate support strategies as required.	Boxall profiles show progress in relation to emotional resilience. Reduction in children going into emotional crisis at school evident in cpoms recording system.
To ensure children are given opportunities to experience the wider world beyond school.	Photos/records of trips, visits, events etc. Pledges book.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Monitoring across school looking at pupil premium, quality of teaching and learning across school.</i>	<i>Great Teaching Toolkit: Evidence Review. EEF Pupil Premium Evidence Menu.</i>	1, 3
<i>Accurate assessment of gaps using Balance Assessment tool and NFER summative assessments.</i>	<i>EEF Pupil Premium Evidence Menu</i>	1,3
<i>CPD in teaching of writing – coaching, English Hub, work with other trust schools.</i>	<i>EEF EFFECTIVE PROFESSIONAL DEVELOPMENT</i>	1, 3
<i>RWI phonics – CPD for staff and regular monitoring to maintain high quality phonics teaching.</i>	<i>EEF IMPROVING LITERACY IN KEY STAGE 1 - Effectively implement a systematic phonics programme.</i>	1, 3
<i>Implementation of Whole Class Reading in KS2.</i>	<i>EEF IMPROVING LITERACY IN KEY STAGE 2 - Support pupils to develop fluent reading capabilities and Teach reading comprehension strategies through modelling and supported practice</i>	1, 3

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional support staff to enhance SEMH and academic provision</i>	<i>EEF Pupil Premium Menu Supported by Early Help professionals and SEND team</i>	2
<i>Launchpad to Literacy</i>	<i>EEF IMPROVING LITERACY IN KEY STAGE 1 - Use high quality structured interventions to help pupils who are struggling with their literacy</i>	1, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1310

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Working towards Nurture UK award</i>	<i>EEF Pupil Premium Menu Now you see us (Nurture UK)</i>	2
<i>Increased access to sporting events e.g. School Sports Partnership, Local friendlies, events within Trust</i>	<i>EEF Pupil Premium Menu</i>	2, 4
<i>Residential trips are subsidised for pupils with PP</i>	<i>EEF Pupil Premium Menu</i>	4
<i>School trips are subsidised for pupils with PP</i>	<i>EEF Pupil Premium Menu</i>	4

Total budgeted cost: £ 8310

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

0% PP (1/1) ARE in Y6 SATS.

0% PP (1/1) Y4 multiplication check.

100% PP (1/1) Y2 SATS reading, writing, maths and SPaG.

0% PP (1/1) Y1 Phonics Screening check.